

RE-ISSUED

**RFP 2005-01 ALTERNATIVE ROUTES TO TEACHER CERTIFICATION
PARTNERSHIP GRANT PROGRAM**

(X) Action Required
DATE DUE: 5/6/2005

TO: School District Superintendents
 Educational Service District Superintendents
 School District Personnel Administrators
 Educational Service District Certification Officers
 Deans, Colleges of Education

FROM: Kay Nelson, Chair, WA Professional Educator Standards Board

DATE: March 15, 2005

SUBJECT: Alternative Routes to Teacher Certification – Partnership Grant Program

This bulletin announces the availability of Alternative Routes to Teacher Certification Partnership Grants. Grant proposals must be submitted on the application FORM SPI 1551.

BACKGROUND

The Washington Professional Educator Standards Board (PESB) is requesting proposals for competitive funds authorized under ESSSB 5695, an act relating to high-quality alternative routes to teacher certification, enacted by the 2001 legislature. Funds provided under this grant program shall be used solely for school districts, or consortia of school districts, to partner with state-approved higher education teacher preparation programs to provide alternative route programs aimed at recruiting candidates to teach in subject matter shortage areas and shortage areas due to geographic location. Districts, or consortia of districts, may also include their educational service districts in their partnership grant program.

Priority in the selection process will be given to regions currently without access to an alternative route program: ESDs 114, 123, 171, and 189.

There are four routes for alternative route programs. The details of each are further described below. All four types of alternative routes programs are:

- **Performance-based yearlong or less mentored internships complemented by flexibly offered training and coursework.** Length of program will be determined by time required for candidates to demonstrate performance related to residency certificate standards. Thus programs must be “open exit” rather than a set period of time for all candidates.

- **Field-Based Partnerships** between districts and higher education preparation programs with all training and formal learning opportunities to be provided on or near school sites, online, or via the K-20 network.
- Designed to include development and use of **Teacher Development Plan** that will specify the alternative route requirements for each candidate, comparing the candidate's prior experience and educational background with standards for residency certification and adjusting requirements accordingly.

The expectation is that partnerships will create or continue programs that are truly performance-based, involving a variety of instructional formats, such as seminars and modules of formalized learning opportunities that capitalize on the opportunity for the immediate application of knowledge and skills in an authentic setting, rather than more traditional seat-time based contact-hour courses.

ALTERNATIVE ROUTES ELIGIBLE FOR FUNDING SUPPORT

Route 1: currently employed classified instructional staff with transferable associate degrees seeking residency teacher certification with primary endorsements in special education, bilingual education or English as a second language (ESL). Interns enrolled in this route will complete their baccalaureate degree and requirements for residency certification in two years or less, including the year-long or less mentored internship.

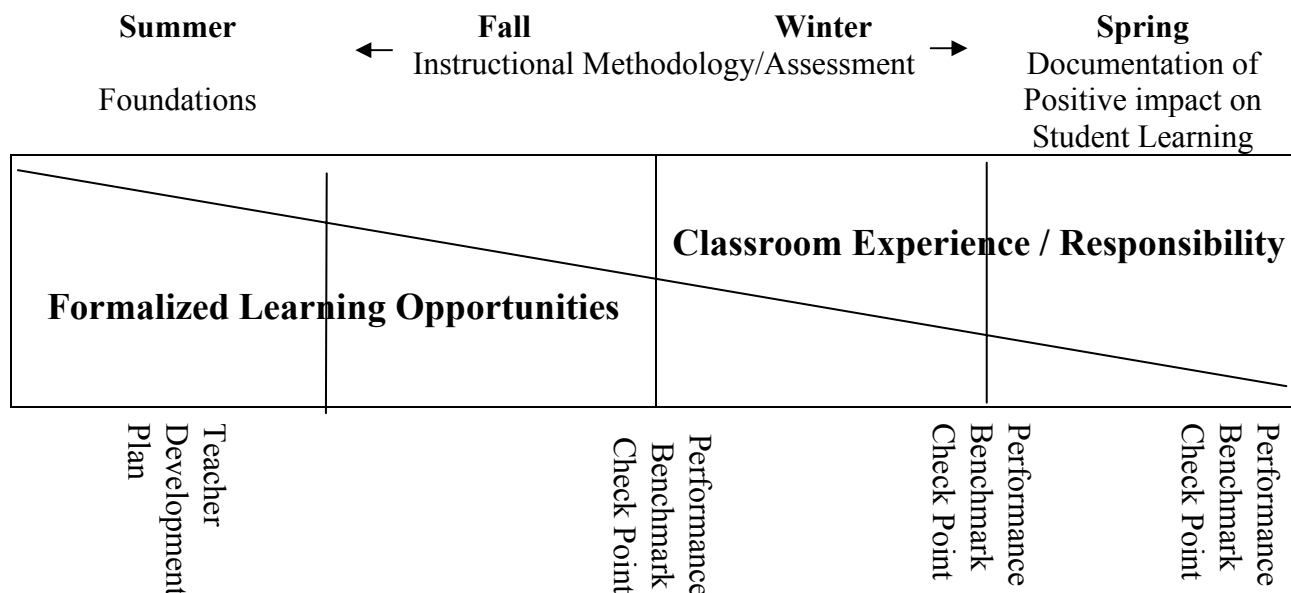
Route 2: currently employed classified staff with a baccalaureate degree or higher seeking residency certification in subject matter shortage areas and areas with shortages due to geographic location. Interns complete a year-long or less mentored internship complemented by formalized learning opportunities provided by the partnership.

Route 3: individuals who are not currently employed in the district, who hold a baccalaureate degree or higher and can document a minimum of five years of career-related experience. Priority will be given to individuals who are seeking an endorsement in a subject or geographic shortage area. Districts may also enroll candidates who are seeking non-shortage subject-specific endorsements. Interns enrolled in this route will attend an intensive summer teaching academy followed by the year-long or less mentored internship.

Route 4: individuals teaching with conditional or emergency substitute certificates, who hold a baccalaureate degree or higher. Priority will be given to individuals who are seeking an endorsement in a subject or geographic shortage area. Interns enrolled in this route will attend an intensive summer teaching academy followed by the year-long or less mentored internship.

While Route 1 is longer and has more formalized coursework required to earn a baccalaureate degree, the core design element of all routes is the year-long or less mentored internship. The mentored internship is intended to blend classroom teaching experience under the supervision of a trained mentor teacher with site-based formalized learning opportunities leading to residency certification.

Mentored Internship



AVAILABLE FUNDING

Districts awarded alternative route partnership grants shall receive funding for:

1. **Stipends for mentor teachers during the mentored internship -**
 Dependent upon legislative funding, it is anticipated that this amount will be \$500. The Professional Standards Board wishes to fund as many candidates as possible in each of the four routes. Thus proposals that are able to identify matching or in-kind funds to support the mentor stipends will enable enrollment of a greater number of candidates statewide. Mentor stipends are granted directly to the mentor teachers.

2. **Tuition assistance for interns enrolled in alternative route programs -**
 Interns in partnership programs may be eligible for a conditional loan scholarship in the form of loan forgiveness. One year of loan obligation, not to exceed \$4,000, shall be forgiven for every year of service as a certificated teacher employed in a Washington state k-12 public school. Conditional loan scholarships are granted directly to the interns.

Applicants for state alternative route partnership grant funds are invited to contact Dr. Lin Douglas to schedule consultation. The purpose of consultation is to provide technical assistance and to assist districts and their higher education partners, as well as their ESD partner where applicable, in designing key components of their performance-based alternative route program. These key components include:

- Identification of the performance indicators and benchmarks that will be used to assess when teaching interns have achieved standards required for residency certification;
- Design of teacher development plans that will assess candidates' educational background and experience using the performance indicators and benchmarks and adjust the training and formal learning opportunities that they will need during their mentored internships accordingly; and
- Site-specific program design and management components, such as process for mentor selection, decision making/governance model that will operate between district and higher education partners, format for delivery and overall assessment strategies.

TIMELINE

March 15, 2005	RFP issued and mailed to school districts, ESDs, and Colleges of Education.
March - April	Director of Alternative Route programs available for consultation
May 6, 2005	Proposals due to PESB by 4 p.m.
May 20, 2005	Grant recipients announced
July 1, 2005	Intern and mentor stipend funds disbursed after beginning of 2006 fiscal year

Grant applications must be received by the PESB by 4p.m. on May 6, 2005.

All grant applications submitted after that time will not be accepted.

Applications should be mailed to the PESB office at the address below.

FAX APPLICATIONS WILL NOT BE ACCEPTED.

Dr. Lin Douglas
Washington Professional Educator Standards Board
Old Capitol Building
600 Washington Street, Rm. 249
P. O. Box 47236
Olympia, WA 98504-7236

FOR MORE INFORMATION on Alternative Route Partnership Grant Program see the website for the Washington Professional Educator Standards Board - www.pesb.wa.gov, or contact:

WASHINGTON PROFESSIONAL EDUCATOR STANDARDS BOARD

Dr. Lin Douglas
Director of Alternative Route Programs
(360) 725-4951
Ldouglas@ospi.wednet.edu

Enclosures

**ALTERNATIVE ROUTES TO TEACHER CERTIFICATION
PARTNERSHIP GRANT APPLICATION
2005-06**

GENERAL INFORMATION

SCHOOL DISTRICT OR APPLICANT	LEAD AGENCY CONTACT PERSON	FAX
ADDRESS	TELEPHONE NUMBER	E-MAIL ADDRESS
	FISCAL CONTACT PERSON	FAX
BUILDING NAME	TELEPHONE NUMBER	E-MAIL ADDRESS

CERTIFICATION

I, _____, certify that to the best of my knowledge and belief,
data in this application are true and correct and the applicant will comply with the application if the assistance is approved.

Dean Signature

Date

Applicants must ensure that the application reaches PESB by 4 p.m., May 6, 2005.

NO FAXES WILL BE ACCEPTED.

E-Mail: Ldouglas@ospi.wednet.edu

Return to: Lin Douglas
Washington Professional Educator Standards Board
Old Capitol Building
600 Washington Street, Room 249
PO BOX 47236
OLYMPIA WA 98504-7236

PESB/OSPI USE ONLY

Application approved by: _____ Date: _____

Grant amount approved: _____

Comments:

**ALTERNATIVE ROUTES TO TEACHING
PARTNERSHIP GRANT APPLICATION
2005-2006**

All responses must be type single-spaced on white paper using a 12-point or larger font (computer) or 12-pitch (typewriter). Please number pages at the bottom of each page and limit proposal to no more than 15 total pages.

PROPOSAL CONTENTS

Applicants through this program shall specify the following:

Need for program (25 points)

1. Degree to which district, or consortia of districts, are currently experiencing teacher shortages and identification of specific shortage areas.
2. Commitment of Partners:
 - a. Identification and description of role of teacher preparation program partner and any other district and/or ESD partner
 - b. Letter from each partner indicating commitment to proposal.

Program design and delivery (60 points)

1. The alternative route(s) the partnership program intends to offer. Appendix A contains a detailed description of the eligibility criteria and entry requirements for each of the four routes.
2. A detailed description of how the routes will be structured and operated by the partnership.
3. Description of the screening process for applicants to alternative route programs, including entry requirements specific to each route.
4. The number of interns the partnership intends to enroll in each route.
5. Assurance of district provision of adequate training for mentor teachers either through intended participation in state mentor training academy or district-provided training that meets state-established guidelines.
6. District plan for providing significant time for mentor teachers to spend with alternative route teacher candidates throughout their internship. *Partnerships must provide each candidate with intensive classroom mentoring until such time that the candidate demonstrates competency necessary to manage the classroom with less intensive supervision from a mentor;*

7. Strategies for recruiting candidates of color.
8. “Package price” tuition for the program.
9. Description of design and use of teacher development plan that will specify the alternative route coursework and training required of each candidate, comparing the candidate’s work experience and educational background with standards for residency certification and adjusting requirements accordingly. Appendix B contains desired components of a teacher development plan, including sample learner outcomes and performance indicators measuring attainment of a residency certificate standard.

Budget Narrative (15 points)

1. Identification of any district, higher education or other partner in-kind or matching contributions to the program.

ASSURANCES

The undersigned partnership assures the following:

1. The partnership assures that they will conduct this project in accordance with ESSSB 5695, the Alternative Route Partnership Grant Program.
2. The partnership agrees to participate in the statewide evaluation process, including providing names and addresses for interns in each cohort, and facilitating the distribution and collection of surveys.

Your signature on this page of assurances indicates that you are responsible and committed to all areas of this application/contract. Please send original signatures.

Name of Partner Organization Representative

Signature

BUDGET SUMMARY PAGE (10 POINTS)

Please delineate grant project budget in detail.

BUDGET DETAIL	GRANT FUNDS	PARTNER CONTRIBUTION	TOTAL
<input type="text"/> interns x \$8,000 stipend.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/> mentor teachers x \$500 stipend.	<input type="text"/>	<input type="text"/>	<input type="text"/>
OTHER COSTS:			
	GRANT FUNDS MAY NOT BE USED FOR THESE COSTS		
TOTALS	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX A

Eligibility Criteria and Entry Requirements (from ESSSB 5695) Alternative Routes to Teacher Certification – Partnership Grant Program

Alternative routes for classified staff --

Route 1: Partnership grant programs seeking funds to operate route 1 programs shall enroll currently employed classified instructional employees with transferable associate degrees seeking residency teacher certification with endorsements in special education, bilingual education, or English as a second language. It is anticipated that candidates enrolled in this route will complete both their baccalaureate degree and requirements for residency certification in two years or less, including a mentored internship to be completed in the final year. In addition, partnership programs shall uphold entry requirements for candidates that include:

- District or building validation of qualifications, including three years of successful student interaction and leadership as a classified instructional employee;
- Successful passage of the WEST-B; and
- Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers.

Route 2: Partnership grant programs seeking funds to operate route two programs shall enroll currently employed classified staff with baccalaureate degrees seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location. Candidates enrolled in this route must complete a mentored internship complemented by flexibly scheduled training and coursework offered at a local site, such as a school or educational service district, or online or via video-conference over the K-20 network, in collaboration with the partnership program's higher education partner. In addition, partnership grant programs shall uphold entry requirements for candidates that include:

- District or building validation of qualifications, including three years of successful student interaction and leadership as classified staff;
- A baccalaureate degree from a regionally accredited institution of higher education. The individual's college or university grade point average may be considered as a selection factor;
- Successful passage of the PRAXIS II (WEST-E);
- Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
- Successful passage of the WEST-B.

Alternative route for individuals with subject-matter expertise in shortage areas currently employed outside the school system --

Route 3: Partnership grant programs seeking funds to operate route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. When selecting candidates for certification through route three, districts shall give priority to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to geographic locations. For route three only, the districts may include additional candidates in non-shortage subject areas if the candidates are seeking endorsements with a secondary grade level designation. Cohorts of candidates for this route shall attend an intensive summer teaching academy, followed by a full year mentored internship. In addition, partnership programs shall uphold entry requirements for candidates that include:

- Five years' experience in the work force;
- A baccalaureate degree from a regionally accredited institution of higher education. The individual's grade point average may be considered as a selection factor;
- Successful passage of the PRAXIS II, (WEST-E);
- External validation of qualifications, including demonstrated successful experience with students or children, such as references letters and letters of support from previous employers;
- Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
- Successful passage of the WEST-B.

Alternative route for individuals teaching with conditional or emergency certificates--

Route 4: Partnership grant programs seeking funds to operate route four programs shall enroll currently employed teachers with conditional or emergency substitute certificates with baccalaureate degrees seeking residency certification in subject matter shortage areas and areas with shortages due to geographic location. Priority will be given to individuals assigned to teach “core academic subjects” as defined by federal No Child Left Behind legislation. Candidates enrolled in this route must complete an intensive summer teaching academy, followed by a full year mentored internship. In addition, partnership grant programs shall uphold entry requirements that include:

- A baccalaureate degree from a regionally accredited institution of higher education;
- Successful passage of the PRAXIS II (WEST-E);
- Meeting the age, good moral character, and personal fitness requirements adopted by rule for teachers; and
- Successful passage of the WEST-B.

APPENDIX B

Components of Teacher Development Plan

The teacher development plan shall specify the alternative route coursework and training required of each candidate and shall be developed by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. The plan may include the following components:

1. A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support.
2. Identification of performance indicators based on the knowledge and skills standards required for residency certification by the state board of education;
3. Identification of benchmarks that will indicate when the standard is met for all performance indicators;
4. A description of strategies for assessing candidate performance on the benchmarks;
5. Identification of one or more tools to be used to assess a candidate's performance once the candidate has been in the classroom for about one-half of a school year; and
6. A description of the criteria that would result in residency certification after about one-half of a school year but before the end of the program.

Below is a sample of a residency certificate standard translated into learned outcomes and performance indicators.

NO.	STANDARDS	LEARNER OUTCOMES	PERFORMANCE INDICATORS
1.	The state learning goals and essential academic learning requirements WAC 180-78A-270(1)(a)	1a) Identifies and applies goals and EALRs (GLEs) using current state documents 1b) Demonstrates understanding of the relationship between EALRs and curricular planning	1) Unit/lesson plan that addresses EALRs